CAMBRIDGE
International Education

Syllabus

Cambridge International AS & A Level European History 9981

for centres in the United States of America

Use this syllabus for exams in 2027, 2028 and 2029.
Exams are available in the June (AS & A Level) and November (AS Level only) series.
This syllabus is **not** available in all administrative zones.
Please check the syllabus page at **www.cambridgeinternational.org/9981** to see if this syllabus is available in your administrative zone.

Version 2

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Cambridge Pathway

Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

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With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

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Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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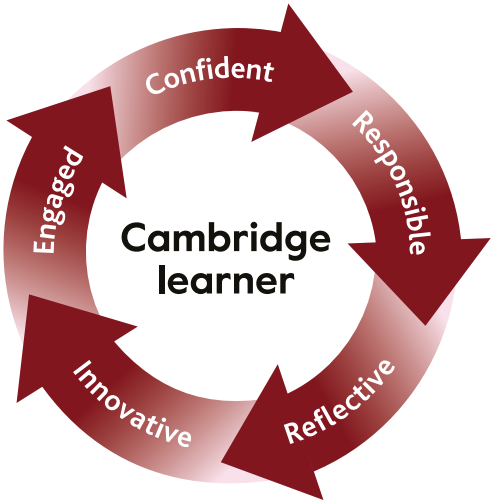
1 Why choose this syllabus?

Key benefits

The best motivation for a student is a real passion for the subject they are learning. Cambridge International AS and A Level give schools flexibility to offer a broad and balanced curriculum with a choice of over 50 subjects. Students can select the subjects they love and that they are best at, enabling them to reach their potential and thrive.



Following a Cambridge International AS and A Level programme helps students develop abilities which universities value highly, including:

- a deep subject knowledge
- conceptual understanding and higher-level thinking skills
- presenting ordered and coherent arguments
- independent learning and research.

Cambridge International AS and A Level European History explores the past from a diversity of perspectives, including social, economic, political and cultural. Learners develop transferable skills. These include the ability to evaluate historical evidence, present clear and logical arguments and assess different historical interpretations of an argument. Learners develop an understanding of historical concepts such as cause and consequence, and significance.

Our approach in Cambridge International AS and A Level European History supports the development of learners who are:

confident, developing the ability to analyse, explain, interpret and evaluate historical issues and perspectives

responsible, acquiring knowledge and skills through independent reading and enquiry

reflective, recognising the complexities of the past and the significance of events, individuals and time periods and making links with new areas of historical study

innovative, learning how to present clear, logical arguments and supporting their own judgements

engaged, developing their interest in history and broadening their knowledge and understanding of different perspectives.

School feedback: 'Cambridge students develop a deep understanding of subjects and independent thinking skills.'

Feedback from: Principal, Rockledge High School, USA

Key concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned.

Good teaching and learning will incorporate and reinforce a subject's key concepts to help students gain:

- a greater depth as well as breadth of subject knowledge
- confidence, especially in applying knowledge and skills in new situations
- the vocabulary to discuss their subject conceptually and show how different aspects link together
- a level of mastery of their subject to help them enter higher education.

Carefully introducing and developing key concepts at the right time will help to underpin the teaching. You may identify additional key concepts which will also enrich teaching and learning.

The key concepts for Cambridge International AS and A Level European History are:

- **Similarity and difference**
  The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past.
- **Cause and consequence**
  The relationship in history between events, circumstances, actions and beliefs (cause) and the result, event or action that follows (consequence).
- **Change and continuity**
  How some aspects have changed over time (change) and how some have stayed the same (continuity) within a given time frame.
- **Significance**
  The importance given to events, individuals or ideas from the past. One person's view of historical significance may not be the same as another's, and views may change over time.
- **Interpretations**
  How the past is interpreted and presented by historians.

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. More than 2220 universities in over 90 countries formally recognise Cambridge qualifications, with many more accepting our qualifications on application.

UK ENIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge International AS and A Level and found it to be comparable to the standard of AS and A Level in the UK. This means students can be confident that their Cambridge International AS and A Level qualifications are accepted as equivalent, grade for grade, to UK AS and A Levels by leading universities worldwide.

A choice of assessment routes

Cambridge International AS and A Level offers a choice of assessment routes with staged assessment available in many subjects: Cambridge International AS Level can be offered as a standalone qualification or as part of a progression to Cambridge International A Level.

Cambridge International AS Level European History makes up the first half of the Cambridge International A Level course in European History and provides a foundation for the study of history at Cambridge International A Level. The AS Level can also be delivered as a standalone qualification. Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in history or some other subjects. It is also suitable as part of a course of general education.

Cambridge International A Level European History provides a foundation for the study of history or related courses in higher education. Equally it is suitable as part of a course of general education.

For more information about the relationship between the Cambridge International AS Level and Cambridge International A Level see the 'Assessment overview' section of the Syllabus overview.

Visit **www.cambridgeinternational.org/recognition-search/** and university websites for the most up-to-date higher education entry requirements.

Learn more: **www.cambridgeinternational.org/recognition**

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at **www.cambridgeinternational.org/support**, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching and learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at **www.cambridge.org/education** and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at **www.cambridgeinternational.org/syllabusupdates**

Professional development

Find the next step on your professional development journey:

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit **www.cambridgeinternational.org/support-for-teachers**

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.
Find out more at: **www.cambridgeinternational.org/eoguide**

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- expand their knowledge and understanding of key historical periods and events
- develop their interest in the past and an appreciation of the collective efforts and achievements that have shaped our present
- build confidence in working with historical concepts such as cause and consequence, change and continuity, similarity and difference, significance and interpretations
- appreciate the nature and diversity of historical sources available, and how historians use them
- discover a wide variety of approaches to different aspects of history and different interpretations of particular historical issues
- develop independent thinking and make informed judgements on historical issues
- develop an empathy with people living in different places and in different time periods
- build a strong foundation of knowledge and skills for further study of history.

School feedback: 'Cambridge International AS and A Levels prepare students well for university because they've learnt to go into a subject in considerable depth. There's that ability to really understand the depth and richness and the detail of a subject. It's a wonderful preparation for what they are going to face at university.'

Feedback from: US Higher Education Advisory Council

We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Content overview

AS Level

For Papers 1 and 2, candidates study the following:

Modern Europe, 1774–1924

- France, 1774–1814
- Liberalism and nationalism in Germany, 1815–71
- Russia from autocracy to revolution, 1881–1924

There are three topics. The topics rotate between Papers 1 and 2 each year. In any given year, the prescribed topic for Paper 1 is not used for Paper 2. For more information, please refer to sections 3 and 4.

A Level

For Paper 3, candidates study the following:

The origins of the First World War

For Paper 4, candidates study the following:

European history, 1919–41

- Mussolini's Italy, 1919–41
- Stalin's Russia, 1924–41
- Hitler's Germany, 1929–41

Assessment overview

Paper 1

Historical Sources 1 hour 15 minutes
40 marks

Candidates answer one two-part historical sources question.

Candidates answer both parts of the question.

Questions are based on the prescribed rotation of topics for paper 1 for the year of examination.

Externally assessed

40% of the AS Level

20% of the A Level

Paper 2

Outline Study 1 hour 45 minutes
60 marks

Candidates answer two two-part questions. Candidates answer both parts of the questions.

Questions are based on the prescribed rotation of topics for paper 2 for the year of examination.

Externally assessed

60% of the AS Level

30% of the A Level

Paper 3

Historical Interpretations 1 hour 15 minutes
40 marks

Candidates answer one historical interpretations question.

This question is based on the topic for paper 3.

Externally assessed

20% of the A Level

Paper 4

Depth Study 1 hour 45 minutes
60 marks

Candidates answer two questions from a choice of three.

Questions are based on the topics for paper 4.

Externally assessed

30% of the A Level

Information on availability is in the **Before you start section.**

There are three routes for Cambridge International AS and A Level History:

	Route	Paper 1	Paper 2	Paper 3	Paper 4
1	**AS Level only** (Candidates take all AS components in the same exam series)	yes	yes	no	no
2	**A Level** (staged over two years) Year 1 AS Level*	yes	yes	no	no
	Year 2 Complete the A Level	no	no	yes	yes
3	**A Level** (Candidates take all components in the same exam series)	yes	yes	yes	yes

* Candidates carry forward their AS Level marks subject to the rules and time limits described in the *Cambridge Handbook*. See **Making entries** for more information about carrying forward marks.

Candidates following an AS Level route are eligible for grades a–e. Candidates following an A Level route are eligible for grades A*–E.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Historical knowledge

Candidates should be able to:

- Recall, select and use appropriate historical knowledge.

AO2 Historical explanation, analysis and judgement

Candidates should be able to:

- Identify, explain and analyse the past using historical concepts:
  - cause and consequence
  - change and continuity
  - significance.
- Explain and analyse connections between different aspects of the past.
- Reach a judgement.

AO3 Historical sources

Candidates should be able to:

- Understand, analyse, evaluate and interpret a range of historical sources in context.

AO4 Historical interpretations

Candidates should be able to:

- Understand, explain and analyse how historians have interpreted and approached aspects of the past.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in AS Level %	Weighting in A Level %
AO1 Historical knowledge	40	45
AO2 Historical explanation, analysis and judgement	30	30
AO3 Historical sources	30	15
AO4 Historical interpretations	0	10
Total	100	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Historical knowledge	25	50	50	50
AO2 Historical explanation, analysis and judgement	0	50	0	50
AO3 Historical sources	75	0	0	0
AO4 Historical interpretations	0	0	50	0
Total	100	100	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Where 'including' is used in the syllabus subject content, candidates must study everything in the list. There may be other relevant examples you may choose to study with your students.

Paper 1 and Paper 2

Each topic is divided into four key questions. Each key question is accompanied by content that candidates should understand and use when addressing the key question.

These topics rotate year-on-year. One topic is assessed on Paper 1 and the two remaining topics are assessed on Paper 2. For each option, the prescribed topic for Paper 1 in any given year is assessed via Paper 1 and is not assessed via Paper 2 for that year. For more information see Topics assessed on Paper 1 and Paper 2 (after the subject content) and also refer to section 4.

Modern Europe, 1774–1924

1 France, 1774–1814

Candidates will not be expected to study foreign policy and military campaigns in detail but should understand their impact on events and policies within France.

1.1 What were the causes and immediate consequences of the 1789 Revolution?

- The Ancien Régime and pressure for change
  - Absolute monarchy and structure of royal government
  - French society: the Estate system, including
    - The discontent of the Third Estate
  - American War of Independence
  - The influence of the Enlightenment
  - Economic problems and attempts to deal with them up to 1787, including
    - Necker, Turgot and Calonne

continued

1.1 What were the causes and immediate consequences of the 1789 Revolution? continued

- The financial and political crisis, 1787–89
  - The Assembly of Notables, including
    - Failure of Calonne's reforms
    - Brienne and the involvement of the Parlement of Paris
  - Economic problems, including
    - Bad harvests and food shortage
    - Unemployment and price rises
    - Necker reappointed as Finance Minister
  - King's decision to call the Estates-General, including
    - Cahiers de doléances
  - The meeting of the Estates-General
  - The National Assembly and the Tennis Court Oath
  - Louis' refusal to carry out reform
- The outbreak of revolution
  - The Storming of the Bastille
  - The Great Fear
  - The August Decrees
  - The Declaration of the Rights of Man and of the Citizen
  - March of the Women

1.2 How and why did France become a republic by 1792?

- The revolutionary and counter-revolutionary groups
  - Aims of the revolutionary groups, including
    - The Jacobins, the Feuillants and the Girondins
  - Counter-revolutionary groups: reasons for failure
- Reforms
  - Financial, including
    - Assignats
    - Taxation reform
  - Local government
  - Justice
  - Church reforms

continued

1.2 How and why did France become a republic by 1792? continued

- Political instability
  - Disagreement on the terms of the new constitution
  - The behaviour of the King and the flight to Varennes
  - The Champ de Mars
- From constitutional monarchy to republic
  - Legislative Assembly
  - Declaration of war on Austria, April 1792
  - September Massacres
  - The National Convention and abolition of the monarchy

1.3 How well was France governed in the period 1793–99?

- Instability, 1793–95
  - Problems facing France after the execution of Louis XVI, including
    - The influence of the sans-culottes
    - Disagreement within the Convention
    - The effects of war on France in 1793
  - New constitution, 1793 and the Committee of Public Safety
  - Robespierre and the reign of terror
  - Economic problems
  - The White Terror, 1794–95
  - The Parisian risings, 1795
- The Directory, 1795–99
  - The Constitution of the Year III
  - Aims of the Directory
  - Problems facing the Directory
  - Success and failures of the Directory, including
    - Financial
    - Military
    - Political

1.4 What caused the rise and fall of Napoleon Bonaparte?

- Napoleon Bonaparte's military reputation and political ambitions
- The coup of 1799
- Napoleon's initiatives as first consul
- Establishing authoritarian control
  - Means used, including
    - Setting up new ministries and a Council of State
    - Reform of the police force and the judiciary
    - Propaganda and censorship
    - Control of elections
    - Emperor Napoleon, 1804
- Napoleon's domestic reforms
  - Legal: the Code Napoleon
  - Educational
  - Financial and economic, including
    - Bank of France
    - Taxation
    - Bread prices
  - Religious: the Concordat with the Roman Catholic Church
- Reasons for Napoleon's fall from power
  - Declining popularity at home, including
    - Conscription and deteriorating economy
  - Effects of Napoleon's failure to defeat Britain, including
    - The failure of the Continental System
    - Outcome of the Peninsular War, 1808–14
  - Growth of nationalism in the Empire
    - The extent of his Empire by 1812
  - Outcome of the failure of the campaign against Russia
  - Impact of the defeat at Leipzig, 1813
  - Allies capture of Paris, including
    - Abdication, 1814

2 Liberalism and nationalism in Germany, 1815–71

2.1 What were the causes of the Revolutions of 1848?

- The Congress of Vienna and the formation of the Confederation
  - Strengths and weaknesses of the Confederation
- The impact of Metternich's system on the States of Germany, including
  - The Carlsbad Decrees
- The influence of Liberal ideas
  - The aims of the Liberals
  - The emergence of the middle class
  - The extent of support for liberalism in Prussia
- The growth of nationalist ideas
  - The impact of the 1830 revolutions on German states
  - Support for nationalist ideas in the universities
  - Reactions to the growth of nationalist ideas
    - The Six Articles and Ten Articles, 1832
  - Reasons for the growth of nationalism in the 1840s
- The economic and political impact of
  - Prussian Customs Union and the Zollverein
  - Railway development
- Problems facing the German States in the 1840s
  - Economic and social problems in the 1840s, including
    - The economic crisis of 1846–47
    - Impact of urbanisation
    - Impact of industrialisation on skilled workers

2.2 What happened during the 1848–49 revolutions and what were their consequences?

- The spread of revolution in the German states
  - The fall of Metternich
  - Revolution in Prussia
  - Role of Friedrich Wilhelm IV of Prussia
- The Frankfurt Parliament
  - Formation and actions of the Parliament
  - Reasons for its collapse
  - Impact of the 1848 revolutions
- Reasons for the reassertion of Austrian control
  - The strength of the conservatives
  - Divisions between the revolutionaries
- Changing relations between Austria and Prussia after 1848
  - The humiliation of Olmütz

continued

2.2 What happened during the 1848–49 revolutions and what were their consequences? continued

- Economic issues, including
  - Disagreements over the Zollverein
  - Economic development and growth in Prussia
  - Economic and financial problems facing Austria
- Political issues, including
  - The growth of liberalism
  - Prussia's international position
  - Bismarck's role up to 1859, including his attitude towards Austria

2.3 Why was Bismarck appointed as Minister-President and what were his aims in the period up to 1866?

- The Constitutional Crisis
  - The accession of Wilhelm I
  - Proposals for army reforms and the reaction of the Liberals
  - The formation of the German Progressive Party
  - Bismarck's appointment and how he resolved the crisis
- The Congress of Princes, August 1863 and relations with Austria
- War with Denmark, 1864
  - Causes of the war
  - Reasons for Bismarck's involvement
  - The outcome, including
    - Increased tensions between Germany and Austria
    - The Convention of Gastein
- Preparation for war with Austria
  - Meeting with Napoleon III at Biarritz
  - Secret alliance with Italy
  - Reasons why war broke out, including
    - Bismarck's proposal to the Federal Diet for a new constitution
    - Austria's violation of the Convention of Gastein
  - The outcome of the Seven Weeks' War, including
    - The Treaty of Prague
    - The formation of the North German Confederation
    - The Liberals change in attitude towards Bismarck
    - The Indemnity Bill, 1866

2.4 How and why was German unification achieved by 1871?

- Pressure from nationalists to complete the unification process
- Problem with the southern states, including
  - The Zollparlament
  - Lack of political unity
- Napoleon III's ambitions
  - The Luxemburg Crisis, including
    - Causes
    - Why Bismarck encouraged it
    - Outcome and effects on relations with France
  - The Hohenzollern candidature, including
    - Spanish crown accepted by Prince Leopold
    - Reaction of Napoleon III
    - The Ems Telegram
    - Declaration of war by France
- The Franco–Prussian War, 1870–71
  - Why Bismarck was in a strong position, including
    - Lack of international support for France and the weakness of the French army
    - The strength of the Prussian Army under General Moltke
    - Impact of the German victory at Sedan
    - Armistice agreed, 28 January 1871
    - Treaty of Frankfurt, 1871
- Creation of the German Empire, 1871
  - Concessions to the southern states
  - Wilhelm proclaimed Kaiser
  - Constitution of the new Reich

3 Russia from autocracy to revolution, 1881–1924

3.1 What challenges faced the Tsarist regime in the years 1881–94?

- How Russia was ruled in the period 1881–94
  - Autocracy: the role of the Tsar, State Council and key ministries, the army and the Church
  - Reform and repression, including
    - Alexander III's policies
    - Russification
    - Repression
- The development of the Russian economy in the period 1881–94
  - Economic developments, including
    - Bunge's policies
    - Industrialisation
    - Economic problems, including taxation and famines

continued

3.1 What challenges faced the Tsarist regime in the years 1881–94? continued

- Social change in the period 1881–94
  - Social development, urban growth and development of the middle class
- The role of opposition
  - The development of opposition from the peasants and urban workers
  - Growth of Marxism

3.2 What were the causes and outcomes of the 1905 Revolution up to 1914?

- The causes of the 1905 Revolution
  - Discontent with the regime of Nicholas II, including
    - Resentment caused by the lack of political reform
  - Political opposition
    - The Socialist Revolutionaries
    - The Social Democrats
  - Economic problems, including
    - Bad harvests
    - Unemployment
    - Witte's policies
    - Taxation
  - Defeat in the Russo-Japanese War
- The events and consequences of the 1905 Revolution
  - Bloody Sunday, strikes and unrest in 1905
  - The reactions of Nicholas II to the 1905 revolution, including
    - October Manifesto
    - The formation of the Duma
- Reasons for the survival of the Tsarist regime
  - Nature and extent of opposition
  - The Fundamental Laws and the Dumas
  - Repression
- The extent of changes in Russia between 1905 and the start of the First World War
  - Stolypin's agrarian reforms and their impact
  - Developments in industry and their impact

3.3 How and why did the Bolsheviks seize power in October 1917?

- The impact of the First World War on Tsarist rule
  - The impact of defeats during the First World War on the Tsar's position
  - Weaknesses in the government during the war
- The causes and effects of the February Revolution
- Economic and social problems on the home front, including
  - Inflation
  - Food shortages
  - Land seizures
- Events of February 1917 leading to the abdication of the Tsar
- Formation and aims of the Provisional Government
- Reasons for the failure of the Provisional Government
  - Challenges facing the Provisional Government leading to its failure, including
    - Failure to end the war
    - Need for land reform
    - The July Days
    - Kornilov Revolt
  - Methods used by the Bolsheviks to seize power in October 1917, including
    - Bolshevik promises
    - Lenin's leadership
    - The role of the Petrograd Soviet and Trotsky
    - Military Revolutionary Committee
- The events of the October Revolution

3.4 How were the Bolsheviks able to consolidate their power up to 1924?

- Bolshevik policies, including
  - Establishment of Sovnarkom
  - Decrees on rights, workers' control, peace and land
  - Treaty of Brest-Litovsk
- The establishment of a dictatorship
  - The Cheka
  - The closure of the Constituent Assembly
- Reasons for the Bolshevik victory in the Civil War
  - Strengths of the Bolsheviks, including
    - Leadership
    - Popular support
    - Geographical factors
    - Unity and organisation
    - The introduction and impact of War Communism

continued

3.4 How were the Bolsheviks able to consolidate their power up to 1924? continued

  - Weaknesses of the Whites, including
    - Leadership
    - Use of conscription
    - Issues of supply
    - Foreign intervention
- The importance of the Kronstadt Mutiny
  - The Kronstadt Munity causes, events and impact
  - The introduction and impact of the New Economic Policy

Topics assessed on Paper 1 and Paper 2

The topics for each paper will rotate on a yearly basis, as follows.

Topics assessed in 2027

Paper 1	Paper 2
Modern Europe, 1774–1924	**Modern Europe, 1774–1924**
• France, 1774–1814	• Liberalism and nationalism in Germany, 1815–71 • Russia from autocracy to revolution, 1881–1924

Topics assessed in 2028

Paper 1	Paper 2
Modern Europe, 1774–1924	**Modern Europe, 1774–1924**
• Liberalism and nationalism in Germany, 1815–71	• France, 1774–1814 • Russia from autocracy to revolution, 1881–1924

Topics assessed in 2029

Paper 1	Paper 2
Modern Europe, 1774–1924	**Modern Europe, 1774–1924**
• Russia from autocracy to revolution, 1881–1924	• France, 1774–1814 • Liberalism and nationalism in Germany, 1815–71

Paper 3

Candidates will be expected to develop an awareness of different interpretations on the given topic. By considering different interpretations, candidates should develop an understanding of the nature of the discipline of history, and the ways in which history is produced.

In particular, through studying the topic, candidates will need to consider **why historians produce different interpretations** of the same events, including:

- the fragmentary nature of historical evidence
- the selection and interpretation of evidence
- the ways that the passage of time can change the focus of historians' views, with the emergence of new evidence or new interpretations of other historians
- the ways that historians are influenced by the time and place in which they work.

They will also need to develop an awareness of **the different approaches historians adopt** to their work, including:

- how different historians ask different questions about their field of study
- how historians' approaches are influenced by their own ideology and beliefs
- the inter-relationship between historians' interpretations and approaches.

The origins of the First World War

Key question

Candidates should study the interpretations and approaches of different historians, with particular focus on the over-arching key question, **'Who or what was to blame for the First World War?'**

Context

The historical context to which these interpretations will relate is the events and developments in the period c.1890–1914 leading to the outbreak of the First World War, including: tensions between the Great Powers, the alliance system, the growth of militarism, the arms race, instability in the Balkans, war plans, the assassination at Sarajevo and the July crisis, and mobilisation and declarations of war.

Content

Candidates should consider how the following have shaped the debate about the causation of the First World War:

- How far was tension between the Great Powers likely to lead to war?
- How important were the decisions taken by key individuals in leading to war?
- How did Article 231 of the Treaty of Versailles have an impact on the debate about responsibility for war?
- How and why did the idea of 'shared responsibility' arise?
- How did the Second World War affect the debate?
- The Fischer thesis
- The German reaction to Fischer
- Challenges to Fischer
- Modern interpretations exploring the responsibility of nations other than Germany
- Relative importance of long-term and short-term factors
- How the centenary of the First World War affected the debate
- The importance of contingency over motive

Paper 4

Each topic is divided into four key questions. Each key question is accompanied by content that candidates should understand and use when addressing the key question.

European history, 1919–41

1 Mussolini's Italy, 1919–41

1.1 How did Mussolini gain control of Italy?

- Problems facing Italy after the First World War, including
  - Impact of war on Italy
  - Responses to the post-war settlement: the 'Mutilated Victory'
  - The seizure of Fiume by d'Annunzio
  - Economic challenges: unemployment and inflation
  - Government instability and unpopularity
  - Biennio Rosso
- Mussolini's appointment as prime minister in 1922, including
  - The development of policy programmes
  - Fasci de Combattimento
  - Squadrismo
  - Establishment of a dual policy and the March on Rome
  - The role of Victor Emmanuel III and of the political and economic elites
  - The nature of the National government
- The establishment of a dictatorship, 1922–26, including
  - Formation of the Fascist Grand Council and Militia
  - Acerbo Election Law
  - The murder of Matteotti
  - The fascist movement and law on powers of Head of Government
- Extent of fascist control by 1926, including
  - Levels of support
  - Opposition and dissent

1.2 How effectively did Mussolini govern Italy?

- The terror state and coercion, including
  - Methods to deal with opposition and dissent: OVRA, MVSN and special tribunals
  - Antisemitic laws, 1938
- Propaganda and censorship, including
  - Attempts to link fascist Italy with Ancient Rome
  - Personality cult
  - Ministry of Popular Culture
  - Control of mass media: newspapers, radio and cinema
  - Rallies
  - Use of art and culture
  - Sporting success
  - Extent, impact and success of propaganda
- The nature of fascist government, including
  - Fascist institutions: Duce, PNF and Fascist Grand Council
  - Central government: king, cabinet, parliament, police, civil service and judiciary
  - Prefects and podestas
- Mussolini's foreign policy, including
  - Aims: restoring Italy's international prestige, control of the Mediterranean and expansion of empire in Africa
  - Methods: international diplomacy and alliances, Corfu, Albania and the invasion of Abyssinia
  - Extent of success: individual successes and failures and the overall achievement of aims

1.3 How successful were Mussolini's economic policies?

- Attempts to modernise Italian economy, including
  - Aims and development of economic policy
  - Di Stefani and orthodox policies
  - Economic 'battles': lira, grain and marshes
  - Autarky
  - Outcomes and extent of success
- Responses to the Great Depression, including
  - The impact of the Great Depression on Italy's economy
  - Government intervention: IMI and IRI, roles and impact
  - Public works
- Corporate State, including
  - Aims: the 'Third Way'
  - Creation through Vidoni Pact, Rocco Law, Ministry of Corporations, Charter of Labour and National Council of Corporations
  - Outcomes
- Living standards, including
  - Welfare system: health, pensions, employment levels and childcare
  - Levels of pay, working hours and consumption

1.4 How far did Mussolini transform Italian society?

- Impact on women and young people of fascist policies, including
  - Fascist attitudes towards women
  - Aims to increase birth rate and population
  - Attempts to limit employment of women
  - Battle for Births: propaganda, incentives, abortion, contraception and divorce, and outcomes
  - Indoctrination of youth through education and youth movements
  - Gentile's reforms
  - Curriculum and textbook changes
  - Control over teachers
  - Fascism and university education
  - ONB: aims, organisation, activities and outcomes
- Religious policies, including
  - Mussolini's early anti-clericalism and changing policies
  - Lateran Treaties, impact and significance
  - Examples of church support for the regime
  - Growing tensions between church and state in 1930s over Catholic Action and antisemitism
- Impact of fascist organisations, including
  - OND: structure, aims, organisation and outcomes
  - Impact of Reform of Customs
- Extent of opposition to regime, including
  - Strikes and demonstrations
  - Communist Party
  - Justice and liberty
  - Non-conformity
  - Assassination attempts

2 Stalin's Russia, 1924–41

2.1 How did Stalin gain control of the Soviet Union?

- The power vacuum following Lenin's death, including
  - The nature of leadership of the party: collective leadership
  - Lenin's Testament and funeral
- The strengths and weaknesses of the candidates, including
  - Respective personalities and appeal of Stalin, Trotsky, Bukharin, Kamenev, Rykov, Tomsky and Zinoviev
  - Stalin's use of roles within the party such as General Secretary
- Ideological differences and the power struggle, including
  - Arguments relating to economic development: New Economic Policy (NEP) versus industrialisation
  - Socialism in One Country versus Permanent Revolution
  - Changing alliances
- Repression and propaganda to 1929, including
  - The beginning of the cult of personality: 'Lenin's disciple'
  - Machinery of repression

2.2 How effectively did Stalin govern the Soviet Union?

- Terror and the Purges, including
  - Reasons for the Terror and Purges
  - Opposition to Stalin and Kirov's murder
  - Role of NKVD
  - Show trials
  - Yezhovshchina: forced labour and gulags, and purge of the armed forces
- The Cult of Personality, including
  - The development of the Stalin cult
  - Propaganda methods: aims and impact
- Stalin's leadership, including
  - The nature of Stalin's leadership and the Stalin Constitution
- Aims and impact of foreign policy, including
  - Relations with Germany
  - Search for collective security: Comintern, League of Nations, France and Czechoslovakia
  - Intervention in Spanish Civil War
  - Policies towards China and Japan
  - Nazi–Soviet Pact

2.3 How successful were Stalin's economic policies?

- Reasons for the Great Turn, including
  - Security from invasion
  - Achievement of self-sufficiency
  - Creation of a fully socialist society and economy
  - Enhancing Stalin's control
- Agricultural policies, including
  - Reasons for collectivisation
  - Voluntary and forced collectivisation
  - State farms
  - The impact and extent of success: forced requisitioning, famine and agricultural yields
  - Dekulakisation
- Industrial policies, including
  - Reasons for industrialisation
  - Gosplan
  - The organisation, aims and results of the first three Five Year Plans
  - Constructions, industrial centres and major projects
  - Stakhanovite movement
- Living standards, including
  - The living and working conditions of managers and workers in urban areas
  - Wage differentials and incentives
  - Workplace discipline
  - Housing and consumer items

2.4 How far did Stalin transform soviet society?

- Women and the family, including
  - The Great Retreat and policies towards marriage, divorce and childbirth
  - Women's role in the workplace: opportunities and limitations
  - Treatment of national groups within the Soviet Union
- Youth and education, including
  - Education reforms and impact relating to primary, secondary and higher education
  - 1936 Great Retreat and reversal of earlier reforms
- Cultural changes, including
  - Cultural Revolution
  - Socialist Realism in art, music, literature and cinema and their aims and impact
- Religious policies, including
  - Repression towards organised religion
  - Impact and continued influence of the Church on society

3 Hitler's Germany, 1929–41

3.1 How did Hitler gain control of Germany?

- Problems facing Weimar governments, including
  - Impact of the Great Depression on Germany
  - Unpopularity of Müller and Bruning's Weimar governments
  - Rise of communism
- Reasons for the growth of support for the Nazis, 1929–32, including
  - The appeal of Hitler
  - The role of the SA
  - Nazi propaganda and promises
  - Elite support
- Hitler's appointment as Chancellor, 1933, including
  - The elections of 1932
  - Von Schleicher's government
  - Hindenburg and von Papen's actions in 1933
- Hitler's consolidation of power and creation of a dictatorship, 1933–34, including
  - The Reichstag Fire and subsequent repression
  - March 1933 election
  - Enabling Act
  - Night of the Long Knives
  - Hindenburg's death and the army oath of loyalty

3.2 How effectively did the Nazis govern Germany?

- The terror state, including
  - Examples of repression such as the Gestapo
  - Block wardens
  - Police and SD
  - Judiciary and courts
  - SS
  - Concentration camps
- Propaganda, including
  - Goebbels and Ministry of Propaganda and Enlightenment
  - Control of the media: radio, newspapers, film, art and culture
  - Nuremberg Rallies
  - 1936 Olympics
- Extent of opposition to regime, including
  - Opposition from youth, including Swing movement and Edelweiss Pirates
  - Church, including the Confessing Church, the Pastors Emergency League and Galen
  - Political opposition from the left-wing
  - Passive resistance
- Nazi foreign policy, including
  - Aims: reversal of Treaty of Versailles, pan-Germanism, Lebensraum and defeating communism
  - Methods: leaving the League of Nations
  - The remilitarisation of the Rhineland, Anti-Comintern Pact, Anschluss, Sudentenland and Czechoslovakia, Nazi–Soviet Pact, invasion of Poland and Operation Barbarossa
  - Extent of planning and consistency in policies

3.3 How successful were Nazi economic policies?

- Responses to the Great Depression, including
  - Schacht's deficit financing schemes and Mefo Bills
  - Public works programmes such as the autobahn network
  - Reich Labour Service
  - Law for Reduction of Unemployment
- Agricultural policies, including
  - The use of, and impact of, tariffs
  - Reich Food Estate
  - Reich Entailed Farm Law
- Rearmament and autarky, including
  - Schacht's New Plan, 1934
  - Goering's Four Year Plan and the creation of a war economy
  - Development of key war industries
  - The debate about guns or butter

continued

3.3 How successful were Nazi economic policies? continued

- Living standards, including
  - Employment rates
  - Working hours
  - Rates of pay
  - Labour Front (DAF) and loss of trade union representation
  - Strength through Joy (KdF) and Beauty of Work

3.4 How far did the Nazis transform German society?

- Impact on women of Nazi policies, including
  - Views on women's domestic roles: Kinder, Küche, Kirche
  - Attempts to reduce women's involvement in the workplace
  - Efforts to increase the birthrate such as Motherhood Cross and Marriage Loans
  - Changes to attitudes to women in work from 1937
- Impact on young people of Nazi policies, including
  - Education: syllabus and textbook changes, control of teachers, creation of new schools and university education
  - Youth groups: Hitler Youth, BDM, indoctrination, military training, levels of attendance and compulsion
- Religious policies, including
  - Concordat with Catholic Church
  - Reich Church, Bishop Müller and German Christians
  - German Faith Movement
- Persecution of Jews and other minorities, including
  - Nazi race theories: Social Darwinism and eugenics
  - Other reasons for persecution of Jews, such as The First World War and the Great Depression
  - Ways in which Jews were persecuted: boycotts, Nuremberg Laws and Kristallnacht
  - Other minorities: homosexuals, Jehovah's Witnesses, Roma, mentally and physically disabled, reasons for persecution and examples of persecution

4 Details of the assessment

Candidates take Papers 1, 2, 3 and 4.

Paper 1 Historical sources

Written paper, 1 hour 15 minutes, 40 marks

Candidates answer **one** question on the following:

- Modern Europe, 1774–1924

The topics will rotate year-on-year. Please refer to the instructions on page 24 to check which topics are assessed in each year.

Each question has four sources with a range of types of sources, including at least three written sources and up to one visual source. The visual source could, for example, be a cartoon, a photograph or a poster.

The word count for the four sources in each question is a maximum of 600 words.

The question is worth 40 marks and is divided into two parts:

- Part (a) 15 marks requiring candidates to comment on similarities and differences between two of the sources in relation to a given topic.
- Part (b) 25 marks requiring candidates to use all four sources and their knowledge of the period to address how far the sources support a given statement.

Candidates must answer both parts of the chosen question.

Paper 1 tests the following assessment objectives:

- AO1 Historical knowledge: 25%
- AO3 Historical sources: 75%

Part (a) questions

Part (a) questions are worth 15 marks. For example:

Read Sources **A** and **B**. Compare these two sources as evidence about the intentions for the Estates-General.

Part (a) questions are focused on a comparison between two of the sources. It requires candidates to compare the two sources to show similarities and differences with support from the sources, and to use contextual understanding and/or source evaluation to explain why these similarities/differences exist.

The command word ‘Compare’ is used for Part (a) questions. Candidates need to identify/comment on similarities and differences.

Candidates need to comment on **both** the similarities **and** differences.

Part (a) questions are marked using the Paper 1 Table A marking grid published in the specimen Paper 1 mark scheme which accompanies the syllabus. This is available on the syllabus page at **www.cambridgeinternational.org/9981** and our School Support Hub.

The Paper 1 Table A marking grid should be read in conjunction with the indicative content for each Part (a) 15-mark question in the mark scheme.

Part (b) questions

Part (b) questions are worth 25 marks.

Part (b) questions ask candidates to use all the four sources and their knowledge of the period to address 'how far' the sources support a given statement. For example:

Read **all** the sources. How far do these sources agree that economic problems were responsible for the growth of discontent before the Revolution?

Part (b) questions use the command phrases 'How far do the sources support/agree with this view? / To what extent do the sources support/agree with this view?' and 'How far do the sources agree...?' Candidates need to consider how the sources both support and challenge the statement, providing evidence for both sides of the argument. The 'how far/extent' element of the question also needs to be addressed through consideration of the extent of the support and challenge.

Candidates need to explain how they are linking their response and arguments to the given statement/question.

Answers should not describe the content of the sources, but rather should construct an argument that considers both the given and alternative perspectives in response to the question.

Part (b) questions are marked using the Paper 1 Table B marking grid published in the specimen Paper 1 mark scheme which accompanies the syllabus. This is available on the syllabus page at **www.cambridgeinternational.org/9981** and our School Support Hub.

The Paper 1 Table B marking grid should be read in conjunction with the indicative content for each Part (b) 25-mark question in the mark scheme.

Paper 2 Outline study

Written paper, 1 hour 45 minutes, 60 marks

Candidates answer **two** questions. Candidates answer all the parts of the chosen questions.

Questions are based on the subject content for Paper 2.

- Modern Europe, 1774–1924

The topics will rotate year-on-year. Please refer to the instructions on page 24 to check which topics are assessed in each year.

Each question is worth 30 marks and is divided into two parts:

- Part (a) 10 marks requiring explanation/connection between historical causes.
- Part (b) 20 marks requiring explanation of the given and alternative perspectives and a comparative judgement.

Candidates must answer **both** the (a) and (b) parts of the questions.

Paper 2 tests the following assessment objectives:

- AO1 Historical knowledge: 50%
- AO2 Historical explanation, analysis and judgement: 50%

Part (a) questions

Part (a) questions are worth 10 marks. For example:

Explain why Trotsky was important for Bolshevik success in October 1917.

Part (a) questions require candidates to provide causal explanations of the event/action/outcome given in the question.

Candidates are required to state factors and then provide explanations of how these led to the given event/action/outcome. This explanation should be supported by specific and relevant information.

The command phrase 'Explain why' is used for Part (a) questions. Candidates need to set out purposes or reasons / make the relationships between things clear / say why and support with relevant evidence.

Part (a) questions are marked using the Paper 2 Table A marking grid published in the specimen Paper 2 mark scheme which accompanies the syllabus. This is available on the syllabus page at **www.cambridgeinternational.org/9981** and our School Support Hub.

The Paper 2 Table A marking grid should be read in conjunction with the indicative content for each Part (a) 10-mark question in the mark scheme.

Part (b) questions

Part (b) questions are worth 20 marks. For example:

'The Zollverein's role was economic not political.' How far do you agree with this view?

Part (b) questions require candidates to provide an argument that considers both the perspective given in the question and alternative perspectives, analysing why one might be stronger than the other.

Part (b) questions use the command phrases:

- 'To what extent ...?' Candidates need to explain the perspective stated in the question before explaining alternative perspectives for the given issue. The extent of the agreement and disagreement should also be addressed.
- 'How far do you agree / To what extent do you agree with this view?' Candidates need to explain why they agree with the given statement before considering other perspectives providing alternative views. 'How far' / 'To what extent' also needs to be addressed through consideration of the extent of the agreement and disagreement.
- 'How far was ... successful/unsuccessful?' Candidates need to explain why they agree with the given statement before providing alternative perspectives. Candidates will also need to address the extent of success or unsuccessfulness.
- 'How far was ... the key factor/the main reason ...?' Candidates need to explain the impact that the given reason had on the stated event before considering alternative perspectives. The extent of the impact of the perspectives should also be addressed.
- 'How successful/how important was ...?' Candidates should explain the success or importance of the factor stated in the question before considering alternative perspectives. The extent of the success/ importance of the different perspectives should also be addressed.

Part (b) questions are marked using the Paper 2 Table B marking grid published in the specimen Paper 2 mark scheme which accompanies the syllabus. This is available on the syllabus page at **www.cambridgeinternational.org/9981** and our School Support Hub.

The Paper 2 Table B marking grid should be read in conjunction with the indicative content for each Part (b) 20-mark question in the mark scheme.

Paper 3 Historical interpretations

Written paper, 1 hour 15 minutes, 40 marks.

Candidates will answer **one** question from the following topic:

- The origins of the First World War

One extract of no more than 600 words in length from an historian's writing will be set on the topic. The author of the extract will not be identified, nor will candidates be asked to identify the author.

There will be one question worth 40 marks. For example:

What can you learn from this extract about the interpretation and approach of the historian who wrote it? Use the extract and your knowledge of the origins of the First World War to explain your answer.

Paper 3 tests the following assessment objectives:

- AO1 Historical knowledge: 50%
- AO4 Historical interpretations: 50%

The focus of the assessment is on the ability to analyse and evaluate how aspects of the past have been interpreted and represented (AO4), but to do this effectively candidates will need knowledge and understanding of the events and developments included in the topic (AO1).

In the context of this question paper, the meaning of interpretation is what can be inferred from the extract about the nature of the historian's claims and conclusions.

The approach is what the historian brings to their study of the topic: what they are interested in, the questions they ask and how these reflect their own ideology and beliefs.

Interpretation and approach are closely interrelated. No distinction between interpretation and approach is required, as the interpretation will emerge from the approach. Candidates are not required to distinguish between the two.

Historical knowledge should be used to support the consideration of interpretation and approach. The historical knowledge should be accurate, detailed and relevant.

Responses should consider the interpretation as a whole rather than engaging with elements contained within the interpretation which can be considered to be sub-messages.

Paper 3 questions use the command phrase 'What can you learn ...'. Candidates should use their knowledge of the period to analyse and explain the Historian's interpretation and approach.

The questions are marked using the Paper 3 marking grids published in the specimen Paper 3 mark scheme which accompanies the syllabus. This is available on the syllabus page at **www.cambridgeinternational.org/9981** and our School Support Hub.

The Paper 3 marking grids should be read in conjunction with the indicative content for each 40-mark question in the mark scheme.

Paper 4 Depth study

Written paper, 1 hour 45 minutes, 60 marks

Candidates will answer **two** questions from the following:

- European history, 1919–41

Questions are based on the subject content for Paper 4.

Paper 4 tests the following assessment objectives:

- AO1 Historical knowledge: 50%
- AO2 Historical explanation, analysis and judgement: 50%

Each question will be worth 30 marks. For example:

Evaluate the view that Hitler's consolidation of power in the years 1933 and 1934 was a 'legal revolution'.

Paper 4 questions require candidates to provide a balanced analysis of the issue in the question by considering a range of reasons/arguments/points. They should establish valid criteria for assessment and use appropriately selected and precise historical knowledge to support the argument being made.

Some questions will require a consideration of alternative views, whilst others may require an analysis of a range of reasons to reach a conclusion. Answers should include a consideration of the extent or significance of the issue in the question.

Paper 4 questions use the command words 'Assess' and 'Evaluate'.

'Assess' – make an informed judgement

'Evaluate' – judge or calculate the quality, importance, amount, or value of something

Paper 4 questions are marked using the Paper 4 marking grids published in the specimen Paper 4 mark scheme which accompanies the syllabus. This is available on the syllabus page at **www.cambridgeinternational.org/9981** and our School Support Hub.

The Paper 4 marking grids should be read in conjunction with the indicative content for each 30-mark question in the mark scheme.

Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Assess	make an informed judgement
Compare	identify/comment on similarities and/or differences
Evaluate	judge or calculate the quality, importance, amount, or value of something
Explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence

The command word 'Compare' is used in the assessment in Paper 1 Part (a) questions. In their responses candidates are required to comment on **both** similarities and differences.

Phrases such as 'How far do the sources support/agree with this view? / To what extent do the sources support/agree with this view?' and 'How far do the sources agree...?' may be used in the assessment in Paper 1 Part (b) questions.

The command word 'Explain' is used in the assessment in Paper 2 Part (a) questions. Explain is followed by why, i.e. 'Explain why...'.

Phrases such as 'To what extent ...?', 'How far do you agree with this view?', 'To what extent do you agree with this view?', 'How far was ... successful/unsuccessful?', 'How far was ... the key factor/the main reason ...?' and 'How successful/how important was ...?' may also be used in the assessment in Paper 2 Part (b) questions.

The command phrase 'What can you learn...' is used in the assessment in Paper 3 questions.

The command words 'Assess' and 'Evaluate' are used in the assessment in Paper 4 questions.

For additional guidance on the use of the command words and phrases in the assessment see the information on Papers 1, 2, 3 and 4 in this Section 4 Details of assessment.

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at **www.cambridgeinternational.org/eoguide**

Before you start

Previous study

We recommend that learners starting this course should have completed a course in history equivalent to Cambridge IGCSE™ or Cambridge O Level.

Guided learning hours

We design Cambridge International AS & A Level syllabuses to require about 180 guided learning hours for each Cambridge International AS Level and about 360 guided learning hours for a Cambridge International A Level. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at **www.cambridgeinternational.org/adminzone**.

This syllabus is **not** available in all administrative zones. This syllabus is only available in the United States of America. To find out about availability check the syllabus page at **www.cambridgeinternational.org/9981**

You can view the timetable for your administrative zone at **www.cambridgeinternational.org/timetables**

You can enter candidates in the June exam series for AS & A Level and in the November exam series for AS Level only.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other syllabuses in a single exam series. The only exceptions are:

- Cambridge International AS Level US History to 1877 (8101) (US only)
- Cambridge International AS Level US History since 1877 (8102) (US only)
- Cambridge International AS & A Level International History (9982) (US only)
- Cambridge International AS & A Level History (9489) (not available in the US)
- syllabuses with the same title at the same level.

Group awards: Cambridge AICE Diploma

Cambridge AICE Diploma (Advanced International Certificate of Education) is a group award for Cambridge International AS & A Level. It encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge AICE Diploma at **www.cambridgeinternational.org/aice**

Making entries

Exams officers are responsible for submitting entries. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has access to this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at **www.cambridgeinternational.org/eoguide**

Retakes and carrying forward marks

Candidates can retake Cambridge International AS Level and Cambridge International A Level as many times as they want to. Information on retake entries is at **www.cambridgeinternational.org/retakes**

Candidates can carry forward their Cambridge International AS Level marks from one series to complete their Cambridge International A Level in a following series. The rules, time limits and regulations for carry-forward entries can be found in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

Language

This syllabus and the related assessment materials are available in English only.

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. This is explained in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**

- For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment.
- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**
- Contact us at the start of the course to find out if we can approve an access arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

After the exam

Grading and reporting

Grades a, b, c, d or e indicate the standard a candidate achieved at Cambridge International AS Level. 'a' is the highest and 'e' is the lowest grade.

Grades A*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge International A Level. A* is the highest and E is the lowest grade.

'Ungraded' means that the candidate's performance did not meet the standard required for the lowest grade (E or e). 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

On the statement of results, Cambridge International AS and A Levels are shown as General Certificates of Education Advanced Subsidiary Level and Advanced Level, GCE Advanced Subsidiary Level (GCE AS Level) and GCE Advanced Level (GCE A Level).

On the certificates, Cambridge International AS and A Levels are shown as General Certificate of Education.

School feedback: 'Cambridge International A Levels are the 'gold standard' qualification. They are based on rigorous, academic syllabuses that are accessible to students from a wide range of abilities yet have the capacity to stretch our most able.'

Feedback from: Director of Studies, Auckland Grammar School, New Zealand

How students, teachers and higher education can use the grades

Cambridge International A Level

Assessment at Cambridge International A Level has two purposes:

1 to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

2 to show likely future success

The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.

The outcomes help students choose the most suitable course or career

Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

1 to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

2 to show likely future success

The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.

The outcomes help students choose the most suitable course or career

The outcomes help decide whether students part way through a Cambridge International A Level course are making enough progress to continue

The outcomes guide teaching and learning in the next stages of the Cambridge International A Level course.

Changes to this syllabus for 2027, 2028 and 2029

The syllabus has been updated. The latest syllabus is version 2, published April 2025.

You must read the whole syllabus before planning your teaching programme.

Changes to version 2 of the syllabus, published April 2025

Changes to assessment	• The command phrase 'How far do the sources agree...?' has been added to the list of command phrases for the Paper 1 Part (b) questions in Section 4 Details of the assessment in the syllabus.
Other changes	• Small editorial changes have been made to the syllabus document to improve clarity.

Changes to version 1 of the syllabus, published September 2024

Changes to availability	This is a new syllabus for centres in the United States of America. The content for Papers 1, 2 and 4 is the same as the European option in Cambridge International AS & A Level History 9489. For Paper 3, centres study the First World War. For exams in 2027, there are changes to version 1 of the syllabus for 9489 published in 2023. These changes are outlined below. This syllabus cannot be taken alongside the following syllabuses in a single exam series: 8101 AS Level US History to 1877 8102 AS Level US History since 1877 9982 AS & A Level International History 9489 AS & A Level History (not available in the US) The last assessment of the Cambridge International AS & A Level History (9489) syllabus in the United States is November 2026.
Changes to syllabus content	**If you are currently teaching the European option of 9489, the following changes have been made for exams in 2027.** Some topics have been removed, some topics have been introduced and some topics have been adapted and restructured. The following gives a high level summary of the changes. It is essential that you read the syllabus content to familiarise yourself with the changes. Please note, this is not an exhaustive list of changes. • All topics have been revised and exemplified, with minor changes made to key questions, date ranges and content. • All content has been exemplified to give clarity and further detail to assist teaching. **The following topics have been removed and will not be examined in 2027.** AS Level Papers 1 and 2: • The Industrial Revolution in Britain, 1750–1850

continued

Changes to syllabus content continued	A Level Paper 4: • Britain, 1919–39 **Overview of changes to AS Level Papers 1 and 2:** • France, 1774–1814 – the date range has changed, the key questions have been amended and there are minor content changes. • Liberalism and nationalism in Germany, 1815–71 – the key questions have been amended and there are minor content changes. • Russia from autocracy to revolution, 1881–1924 – the date range has changed, the key questions have been amended and there are minor content changes. **Overview of changes to A Level:** Paper 3: there have been no changes to the content for Paper 3. Paper 4 European history, 1919–41 • Mussolini's Italy, 1919–41 – there have been minor amendments to the key questions and there are minor content changes. • Stalin's Russia, 1924–41 – there have been minor amendments to the key questions and there are minor content changes. • Hitler's Germany, 1929-41 – there have been minor amendments to the key questions and there are minor content changes.
Changes to assessment (including changes to specimen paper)	**If you are currently teaching the European option of 9489, the following changes have been made for exams in 2027.** • At AS Level, the number of topics has been reduced from four to three. Candidates are assessed on one topic for Paper 1 Historical Sources (see Rotation of Topics) and the remaining two topics are assessed in Paper 2 Outline Study. The structure of the papers remains the same. • At A Level, in Paper 4 the number of topics has been reduced from four to three. Candidates answer two questions from a choice of three on one of the options. • The marking grids have been updated to help teachers better understand what examiners are looking for in candidate responses. • There are no other changes to the assessment.

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

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School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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